

Mark Scheme (Results)

January 2012

GCSE History

5HB02 2B: The American West

c1840-c1895

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:


i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Unit 2: Schools History Project Depth Study

Option 2B: The American West, c1840-c1895

Question Number		
1		<p>What can you learn from Source A about the work of cowboys?</p> <p>Source A: A photograph of a cowboy with a herd of cattle in Nebraska, 1889.</p>  <p>Target: comprehension and inference from source (AO3a: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student offers a piece of information or states an unsupported inference.</p> <p>Award 1 mark for each relevant item.</p> <p><i>E.g. they looked after cattle, they worked on the Plains</i></p>
2	3-4	<p>Developed statement</p> <p>An inference is drawn and supported from the source.</p> <p><i>E.g isolated, boring, demanding physical environment</i></p>

Question Number		
2		<p>The boxes below show two reasons for changes to the Plains Indians' traditional way of life.</p> <p>Choose one and explain why it changed their traditional way of life.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The building of railroads across the Plains</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The use of reservations</div> </div> <p>Target: recall; analysis of effects or consequences (AO1 and AO2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised statements with little specific content.</p> <p>Comments are unsupported statements or could apply to either.</p> <p><i>E.g The building of railroads: could not hunt, more people moved to the Plains</i> <i>The use of reservations: could not hunt, could not move about</i></p>
2	4-6	<p>Descriptive answer which will state but not examine the changes brought about by the construction of the railroads or the use of reservations to the Plains Indians' traditional way of life.</p> <p>Student gives a narrative or descriptive account of the building of the railroads or the use of reservations. Their effects on changing the Plains' Indians traditional way of life is asserted or implied. Links remain implicit.</p> <p><i>E.g The building of railroads: describes the building of railroads</i> <i>The use of reservations: describes life in the reservations</i></p>
3	7-9	<p>The focus is on the effects of the construction of the railroads or the use of reservations on the end of the Plains Indians' traditional way of life.</p> <p>Student will identify with support how the building of the railroads or the use of reservations impacted on the Plains Indians' traditional way of life.</p> <p><i>E.g The building of railroads: the destruction of Plains Indians' traditional hunting grounds, more homesteaders moved to the Plains, development of ranching, movement of US troops</i> <i>The use of reservations: the reasons for the government's actions, attacks on their beliefs and traditional way of life, children educated as whites</i></p>

Question Number		
3		<p>Why did the cattle industry grow so quickly in the years 1865-85?</p> <ul style="list-style-type: none"> • 1867: Joseph McCoy set up Abilene as the first cow town. • 1868: John Iliff won a government contract to provide beef to the Sioux reservations. • 1880: The first refrigerated railroad wagons were used. <p>Target: recall, analysis of causation (AO1 and A02; 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment on the cattle industry.</p> <p><i>E.g people wanted beef, railroads were built.</i></p> <p>Reserve top of level for answers which state more than one comment on the growth of the cattle industry.</p> <p>N.B. Do not credit repetition of bullet points without development</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes the growth of the cattle industry. Links remain implicit</p> <p><i>E.g gives a descriptive or narrative account of the cattle industry after 1865, describes work of McCoy/Iliff</i></p> <p>Reserve top of level for 2 examples described well.</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail</p> <p>Student identifies and explains reason(s) for the growth of the cattle industry after 1865.</p> <p><i>E.g explains the role of individuals such as McCoy/Goodnight/Iliff, other factors such as technology, railroads, and the increased demand for beef</i></p> <p>Reserve top of level for answers exploring more than one factor or links between factors shown.</p>

Question Number		
4		<p>Why was General Custer defeated at the Battle of the Little Big Horn in 1876?</p> <ul style="list-style-type: none"> • 1868: Custer easily defeated the Cheyenne Indians at the Battle of Washita. • General Terry decided to divide his force. • Some of the Plains Indians had Winchester rifles. <p>Target: recall, analysis of causation (AO1 and A02; 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a valid comment on General Custer and/or the Battle of the Little Big Horn.</p> <p><i>E.g he had less men, Custer didn't wait</i></p> <p>Reserve top of level for answers which state more than one comment.</p> <p>N.B. Do not credit repetition of bullet points without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates, describes or lists the Battle of the Little Big Horn. Links remain implicit</p> <p><i>E.g narrates the events of the Battle of the Little Big Horn, describes Custer's actions,</i></p> <p>Reserve top of level for depth and range if supporting detail</p>
3	9-12	<p>The answer shows understanding of the focus of the question and is able to support the factors identified with sufficient accurate and relevant detail</p> <p>Student identifies and explains the role of General Custer in the defeat of the US army at the Battle of the Little Big Horn and/or other factors including Terry and the role of the Plains Indians.</p> <p><i>E.g explains Custer's responsibilities / mistakes made by Custer at the Battle of the Little Big Horn</i></p>

Question Number		
5 (a)		Describe the role of the mountain men in the development of the American West in the 1840s. Target: recall, analysis of significance or importance (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student offers a simple detail on the mountain men.</p> <p><i>E.g they found ways across the mountains, they showed wagon trains the way</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes or narrates the work of mountain men. Links remain implicit.</p> <p><i>E.g describes mountain men and the work they did in developing trails</i></p> <p>Reserve top of level for depth and range of supporting detail provided.</p>
3	7-9	<p>The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.</p> <p>Student describes the role of the mountain men in contributing to the development of the Plains.</p> <p><i>E.g shows the contribution made by mountain men in the development of the Plains by developing trade, trails, leading wagon trains and specialist knowledge</i></p> <p>Reserve top of level for depth of answer and historical context</p>

Question Number		
5 (b)		<p>'Women played an important part in the homesteaders' settlement of the Plains.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • Homesteaders lived in sod houses. • There were very few doctors on the Plains. • 1869: The territory of Wyoming gave women the vote. <p>Target: recall, analysis of significance or importance (AO1 and AO2: 16 marks)</p> <p>QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer simple detail on women homesteaders OR the development of white settlement on the Plains.</p> <p><i>E.g they did cooking and cleaning, they looked after children</i></p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>N.B. Do not credit repetition of bullet points without development.</p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes women homesteaders and/or the development of white settlement on the Plains. Links to settlement remain implicit.</p> <p><i>E.g describes women's work as farmers, teachers or describes development of the Plains with (technology, new farming methods, coming of the railroads)</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student explains the role of women homesteaders and/or other factors on the development of white settlement on the Plains.</p> <p><i>E.g explains the role of women as a factor in the development of the white settlement of the Plains OR the role of other factors</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to reach a judgement on the extent of the role of w the development of white settlement on the Plains.</p> <p><i>E.g an assessment of the contribution of the work of women in the home, on farming and in other areas to the development of white settlement on the Plains</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

Question Number	
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6 (a)		Describe the role of the US government in dealing with lawlessness in the early settlement of the American West. Target: recall, analysis of significance or importance (AO1 and AO2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s) offered, showing some relevant knowledge. Student offers a simple statement on lawlessness or role of government <i>E.g appointed people</i> Reserve top of level for answers which offer several valid points.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes or narrates the role of the government/different law officials <i>E.g describes the government's appointments of marshals and judges, describes role of federal/state/local government, describes problems of lawlessness</i> Reserve top of level for depth and range of supporting detail provided.
3	7-9	The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail. Student describes the role of the US government in dealing or not with lawlessness <i>E.g shows how the government was attempting to deal with lawlessness with an understanding of the difficulties they faced</i> Reserve top of level for depth of answer and historical context.

Question Number		
6 (b)		<p>'Wanting to get rich was the most important reason why so many people migrated West in the 1840s and 1850s'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • 1839: Unemployment was rising in the East. • 1846: The Mormons began their move West. • 1848: Gold was discovered in California <p>Target: recall, analysis of effects or causation (AO1 and A02: 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement(s) offered, showing some relevant knowledge.</p> <p>Student may offer simple detail on reasons for migrating West.</p> <p><i>E.g to get gold, to get land</i></p> <p>Writing uses everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><i>N.B. Do not credit repetition of bullet points without development.</i></p> <p>Reserve top of level for answers which offer several valid points.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student narrates or describes migrating West in the 1840s and the 1850s. Links remain implicit.</p> <p><i>E.g describes the discovery of gold in 1848 and/ or the Gold Rush, describes economic problems in the east, describes the Mormons move West</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills in selection of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p>Reserve top of level for depth and range of supporting detail.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.</p> <p>Student explains the role of a desire to get rich and/or other factors as motives for migrating West in the 1840s and 1850s.</p> <p><i>E.g explains why a desire to get rich was the main reason for migrating West in the 1840s and 1850s OR the role of other factors for migrating West</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.</p> <p>Student attempts to reach a judgement on the role of a desire to get rich weighed up against other factor(s) as reason for migrating West in the 1840s and the 1850s.</p> <p><i>E.g weighs up the desire to get rich against other "push" and "pull" factors which led to many migrating West in the 1840s and the 1850s</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top of level for answers which can make and support a judgement on the proposition in the question.</p>

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